DOCUMENT RESUME

ED 332 971 SP 033 070

AUTHOR Chapman, Patrick
TITLE Survey of First- and Third-Year Teachers and Their Supervisors, 1990.
INSTITUTION Colorado State Dept. of Education, Denver.
PUB DATE Oct 90
NOTE 50p.
PUB TYPE Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; Feedback; Higher Education; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Schools of Education; Secondary School Teachers; State Surveys; Teacher Education Programs; *Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision
IDENTIFIERS *Colorado

ABSTRACT

This report presents the 1990 results of the survey of Colorado first- and third-year teachers (N=1,520) and their supervisors as mandated by the Colorado Teacher Certification Act of 1975. The purpose of the survey is to provide Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of teacher education programs. Teachers rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated their teachers' performance of these components based on requirements of the district standards. The components rated were: knowledge of subject matter, knowledge and utilization of teaching/learning theories, planning and organization of curriculum and instruction, classroom management, teaching techniques and communication of instructional material, assessment, communication and cooperation with parents and office staff, professionalism and management of general responsibilities, and communication with students. Over 90 percent of rated teachers met district standards in each area with the exception of classroom management and relationship with students. Teachers, too, felt that preparation in these domains was inadequate. The appendixes contain tables summarizing the 1988 and 1990 ratings of adequacy of program preparation by teacher- and supervisor-respondents and the supervisor and teacher 1990 survey forms. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

1990 SURVEY OF FIRST- AND THIRD-YEAR TEACHERS AND THEIR SUPERVISORS

ED332971

Prepared by

Patrick Chapman, Research Analyst

Judith Burnes, Executive Director
Planning and Evaluation Unit

In Cooperation with
Gene Campbell, Executive Director
Professional Education and Teacher Certification

Dan Stewart, Assistant Commissioner
Office of Management Services

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

William T. Randall
Commissioner

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Chapman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

October 1990

BEST COPY AVAILABLE

CE 058 075

COLORADO STATE BOARD OF EDUCATION

Thomas M. Howerton, Chairman ..... Colorado Springs
Fifth Congressional District

Sybil S. Downing, Vice Chair ..... Boulder
Member-at-Large

Gladys S. Eddy ..... Fort Collins
Fourth Congressional District

Warren E. "Gil" Gilbertson ..... Steamboat Springs
Third Congressional District

Patricia M. Hayes ..... Englewood
Sixth Congressional District

Ed Lyell ..... Boulder
Second Congressional District

Art Pansing ..... Denver
First Congressional District

TABLE OF CONTENTS

Page

Executive Summary iv

Introduction 1

Characteristics of First- and Third-year Teacher Sample 2

Teacher/Supervisor Ratings of Program Preparation 7

Summary of State Results 8

Appendix A: Summary of Results for Individual Institutions

Appendix B: 1990 Survey Forms

Executive Summary

The Colorado first- and third-year teacher survey is sponsored jointly by the Colorado Department of Education and the Colorado Council of Deans of Education. The implementation of this survey is required by the Teacher Certification Act of 1975. A goal of the project is to provide feedback to institutions of higher education from former students regarding their teacher preparation program. Survey forms were sent to 1520 first- and third-year teachers, and similar forms were sent to each of their supervisors. Teachers rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated their teachers' performance of these components based on requirements of the district standards. Respondents also had the option of commenting on the adequacy of coverage in each of the performance areas.

Statewide, teachers rated each of the domains as "highly important" for effective teaching with two exceptions. Classroom management and communication and relationships with students were rated as "critical" to effective teaching. With regard to the adequacy of their preparation, knowledge of subject matter and knowledge and utilization of teaching/learning theories received an average rating of "effectively and fairly completely covered." The preparation in each of the other domains was rated as "adequate", although ratings for management of the classroom climate and communication and cooperation with parents and office staff were relatively low, and were cited frequently as program weaknesses in the respondents comments. Forty percent of teachers rated the coverage of classroom management as inadequate, and 48 percent felt that communication and cooperation with parents and office staff was inadequately covered. Over 90 percent of teachers were rated by their supervisors as meeting district standards in each of the domains with the exception of management of the classroom climate. Eighty-six percent of teachers were rated by their supervisors as meeting the district standards in this area.

Ninety-five percent of teachers reported feeling successful as a teacher and supervisors rated 90 percent of their teachers as successful. When asked to indicate their degree of satisfaction with teaching, 93 percent of teachers reported that they were "very satisfied" or "satisfied", and only 2 percent were either "dissatisfied" or "very dissatisfied."

The percentage of teachers rating their preparation as adequate or above was down from 1988 results in each of the 9 performance domains, with the exception of knowledge of subject matter which remained the same. The biggest drops were in communication and relationships with students (down 4 percentage points to 70 percent) and professionalism and management of general responsibilities (down 3 percentage points to 69 percent).

The percentage of supervisors who rated their teachers as meeting district standards was up from 1988 results in two of the nine performance domains. Knowledge of subject matter and management of the classroom climate were each up 1 percentage point. However, ratings were down in 4 of the other areas. Professionalism and management of general responsibilities and communication and cooperation with parents and office staff, each dropped 2 percentage points.

Summaries of statewide results and individual institution results are given to each institution. Survey results for each institution are presented in Appendix A.

Introduction

This report presents the 1990 results of the survey of Colorado first- and third-year teachers and their supervisors, mandated by the Teacher Certification Act of 1975. The purpose of the survey is to provide Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of teacher education programs.

Survey forms were mailed to 1520 Colorado first- and third-year teachers, and a similar form was sent to each of their supervisors. The major areas of program preparation were comparable, but the rating scales were different between the instruments. Teachers rated areas of their preparation programs on a 5-point scale with regard to their importance for effective teaching and adequacy of preparation. Supervisors rated teacher preparation and performance relative to requirements of the district's standards.

The survey forms were originally developed by committees of higher education personnel and public school administrators, and are based on the standards for Approved Programs of Professional Education adopted by the State Board of Education.

Where possible, results from 1988's first- and third-year teacher survey are presented alongside the results of this year's survey. Where data is represented by percent, responses may not total to 100 percent due to rounding error. Sample numbers (n) in tables represent only 1990 data.

Characteristics of First- and Third-Year Teacher Sample

Response Rate

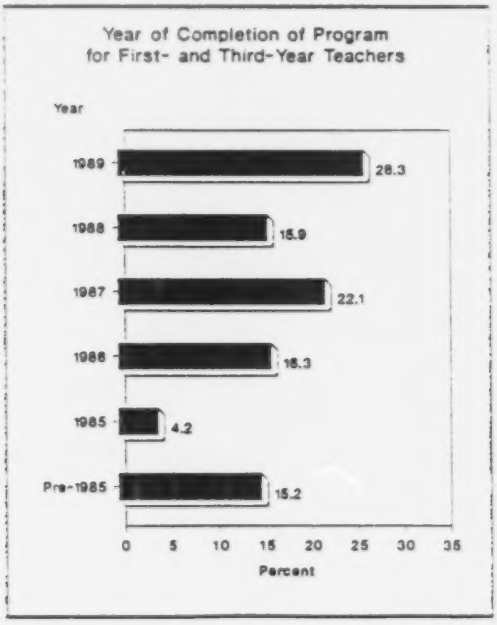
In March 1990, survey forms were sent to 1520 Colorado first- and third-year teachers, and similar forms were sent to each of their supervisors. The survey was mailed to all teachers in their first or third year of teaching who hold a Colorado Type A certificate as indicated by the database supplied to the Colorado Department of Education by the 176 Colorado school districts.

Of the 850 teacher surveys which were returned, 16 indicated out-of-state recommending institutions and 112 were not first- or third-year teachers. One survey did not indicate a recommending institution. The total number of teacher surveys used for data analysis was 722. Supervisors returned 984 surveys. Fifteen surveys indicated out-of-state recommending institutions, and 121 were not first- or third-year teachers. Thirteen surveys did not indicate a recommending institution. The number used in the data analysis was 848 surveys. The overall return rate was 55.9 percent for teachers, and 64.7 percent for supervisors. The usable return rate was 47.5 percent for teachers, and 55.8 percent for supervisors. The relatively high number of surveys returned from teachers who were not in their first- or third-year is an indication of a problem with the database. The nature of the problem was that inaccurate information was supplied to the department by districts, regarding the experience level of teachers within their district.

Teacher Preparation

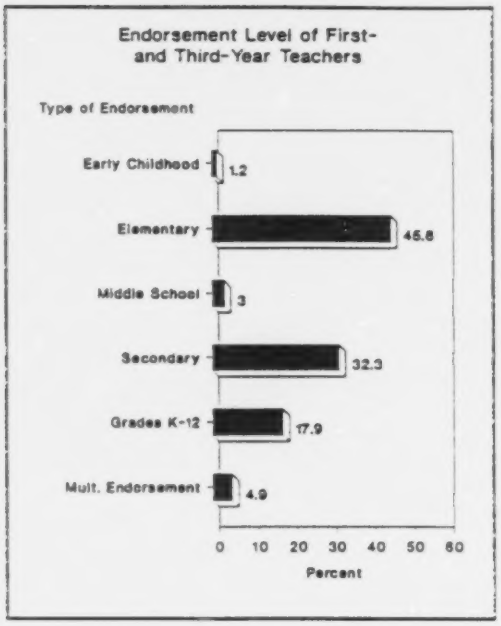
The 722 first- and third-year teacher respondents reported the following information about their preparation.

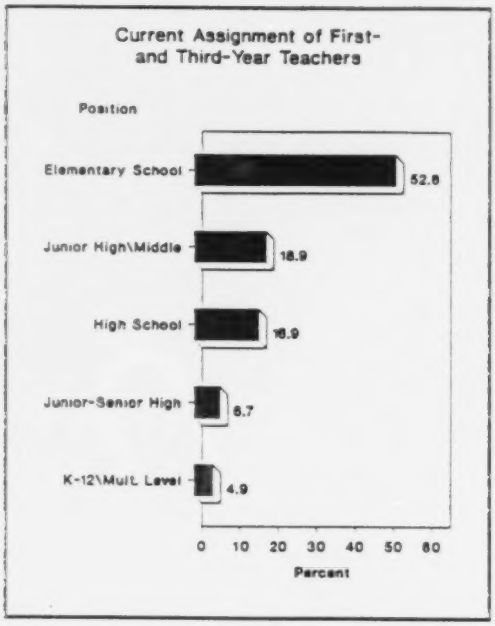
- Twenty-six percent completed their teacher education program in 1989. Fifteen percent completed their program prior to 1985.



BEST COPY AVAILABLE

- Over 45 percent were endorsed in elementary education, 32 percent in secondary education, and the remaining 22 percent in early childhood education, K-12, and middle school. Slightly under 5 percent of teachers received multiple endorsements.





- Eighty-one percent of teachers received their teacher endorsement from the same institution which granted them their Bachelor's degree. Just under 13 percent received their Bachelor's degree from another Colorado institution, and 6 percent received their degree from an institution outside of Colorado.

- Three of the 14 Colorado institutions with teacher preparation programs prepared 56 percent of Colorado's first- and third-year teachers.

BEST COPY AVAILABLE

Recommending Institution for First- and Third-Year Teachers

Teacher Sample

Colorado Institution	Number of Respondents	Percent of Colorado Sample
Adams State College	49	6.8
Colorado Christian University	2	0.3
Colorado College	18	2.5
Colorado State University	54	7.5
Fort Lewis College	18	2.5
Metropolitan State College	127	17.6
Regis College	14	1.9
University of Colorado-Boulder	83	11.5
University of Colorado-CO Springs	17	2.4
University of Colorado-Denver	25	3.5
University of Denver	19	2.6
University of Northern Colorado	195	27.0
University of Southern Colorado	57	7.9
Western State College	43	6.0
Respondents indicating Colorado institution	721	
Not 1st or 3rd-year teacher	112	
Out-of-state respondents	16	
Missing recommending institution	1	
Total teacher respondents	850	

Supervisor Sample

Colorado Institution	Respondents	Colorado Sample
Adams State College	60	7.2
Colorado Christian University	2	0.2
Colorado College	23	2.8
Colorado State University	86	10.3
Fort Lewis College	23	2.7
Metropolitan State College	141	2.7
Regis College	10	1.2
University of Colorado-Boulder	74	8.9
University of Colorado-CO Springs	23	2.7
University of Colorado-Denver	32	3.8
University of Denver	24	2.9
University of Northern Colorado	212	25.4
University of Southern Colorado	75	9.0
Western State College	50	6.0
Respondents indicating Colorado institution	835	
Not 1st or 3rd-year teacher	121	
Out-of-state respondents	15	
Missing recommending institution	13	
Total supervisor respondents	984	

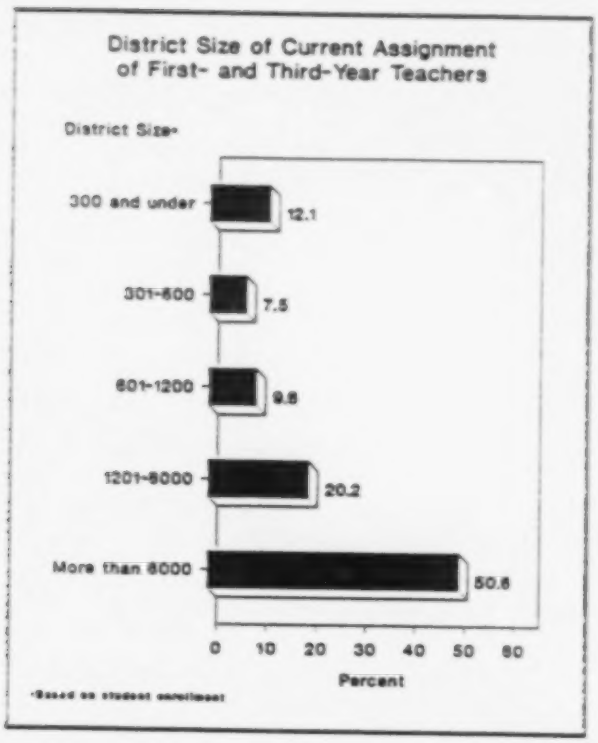
Present Teaching Assignment

First- and third-year teacher respondents reported the following regarding their current teaching assignments.

- Slightly under 50 percent were in their first year, and just over 50 percent were in their third year.
- Over half of the respondents were elementary school teachers.
- More than half of the respondents taught in districts of over 6000 students. Twelve percent taught in districts of under 300 students.

Year of Teaching

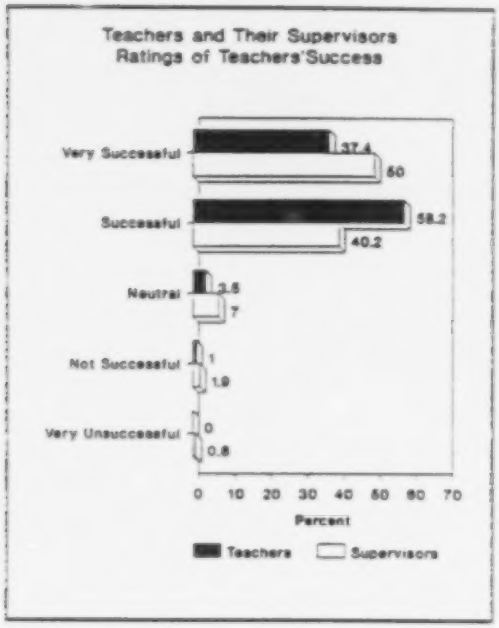
Year	Percent of Teachers
First year	49.9
Third year	50.1

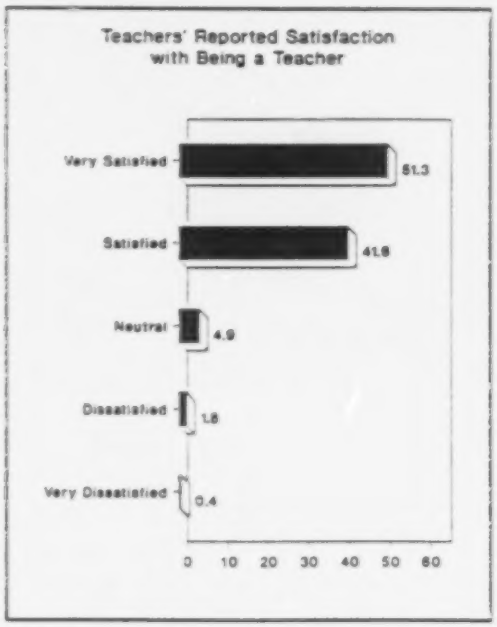


BEST COPY AVAILABLE

- Over 95 percent of teachers reported feeling successful as a teacher, and supervisors rated 90 percent of their teachers as successful. Supervisors rated less than 3 percent of teachers as unsuccessful.

- When asked to indicate their degree of satisfaction with being a teacher 93 percent of teachers reported that they were satisfied, and only 2 percent were dissatisfied.





BEST COPY AVAILABLE

Teacher/Supervisor Ratings of Program Preparation

Survey items were developed by committees of higher education personnel and public school administrators, and were based on the standards established in the Approved Program of Professional Education as adopted by the State Board of Education. Teacher respondents were asked to rate 9 general performance domains on two 5-point scales with regard to importance for effective teaching and adequacy of teacher program preparation.

Performance Domains

1. Knowledge of subject matter.
2. Knowledge and utilization of teaching/learning theories.
3. Planning and organization of curriculum and instruction.
4. Management of the classroom climate.
5. Teaching techniques and communication of instructional material.
6. Assessment of and provision for individual and collective student needs.
7. Communication and cooperation with parents and office staff.
8. Professionalism and management of general responsibilities.
9. Communication and relationships with students.

Importance for Effective Teaching

1 = Irrelevant
2 = Somewhat relevant
3 = Moderately important
4 = Highly important
5 = Critical

Adequacy of Preparation

1 = Never covered
2 = Minimally or inadequately covered
3 = Adequately covered
4 = Effectively and fairly completely covered
5 = Provided excellent and thorough knowledge

Supervisors were asked to rate a teacher's performance in these areas relative to the requirements of the district standards.

Performance and Preparation

1 =Meets district standards
2 =Does not meet district standards

Each respondent was also afforded the opportunity to comment on the adequacy of coverage of each of the performance areas.

Summary of State Results

The following tables show that statewide, teachers rated each of the domains as "highly important" for effective teaching with two exceptions. Classroom management and communication and relationships with students were rated as "critical" to effective teaching. With regard to the adequacy of their preparation, knowledge of subject matter and knowledge and utilization of teaching/learning theories received an average rating of "effectively and fairly completely covered." The preparation in each of the other domains was rated as "adequate", although ratings for management of the classroom climate and communication and cooperation with parents and office staff were relatively low, and were cited frequently as program weaknesses in the respondents comments. Forty percent of teachers rated the coverage of classroom management as inadequate, and 48 percent felt that communication and cooperation with parents and office staff was inadequately covered.

Over 90 percent of teachers were rated by their supervisors as meeting district standards in each of the domains with the exception of management of the classroom climate. Eighty-six percent of teachers were rated by their supervisors as meeting the district standards in this area.

Ninety-five percent of teachers reported feeling successful as a teacher and supervisors rated 90 percent of their teachers as successful. When asked to indicate their degree of satisfaction with teaching, 93 percent of teachers reported that they were "very satisfied" or "satisfied", and only 2 percent were either "dissatisfied" or "very dissatisfied."

The percentage of teachers rating their preparation as adequate or above was down from 1988 results in each of the 9 performance domains, with the exception of knowledge of subject matter which remained the same. The biggest drops were in communication and relationships with students (down 4 percentage points to 70 percent) and professionalism and management of general responsibilities (down 3 percentage points to 69 percent).

The percentage of supervisors who rated their teachers as meeting district standards was up from 1988 results in two of the nine performance domains. Knowledge of subject matter and management of the classroom climate were each up 1 percentage point. However, ratings were down in 4 of the other areas. Professionalism and management of general responsibilities and communication and cooperation with parents and office staff, each dropped 2 percentage points.

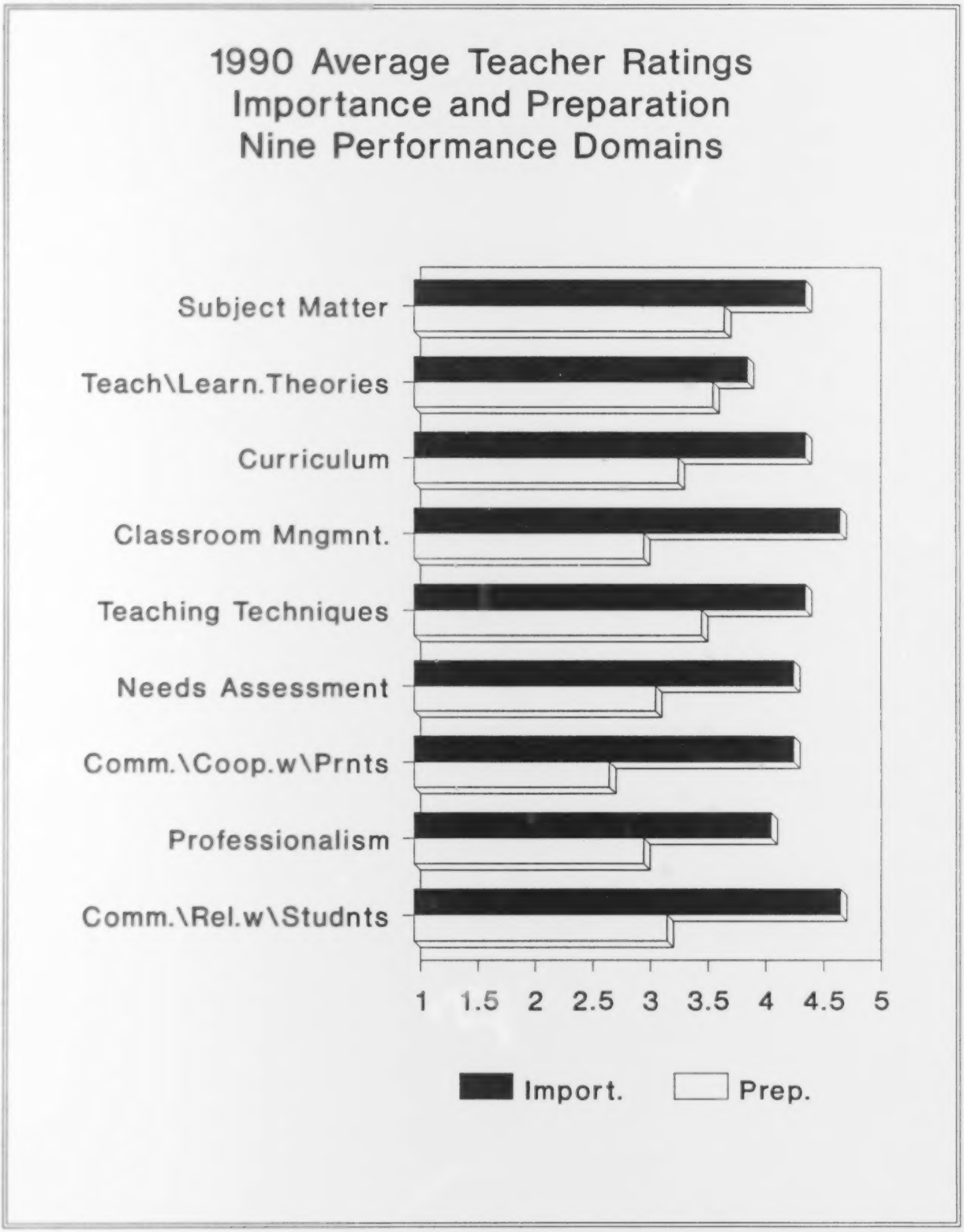
TABLE 1

SUMMARY: STATE RESULTS

RATINGS OF TEACHER PREPARATION PROGRAMS

Teacher n=722 Supervisor n=848

Performance Domain	AVERAGE TEACHER RATING: Importance for Effective Teaching		AVERAGE TEACHER RATING: Adequacy of Preparation		TEACHER: Percent Rating Adequate or Above		SUPERVISOR: Percent Meeting District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	4.4	4.4	3.7	3.7	89	89	96	97
Knowledge and utilization of teaching/learning theories	3.8	3.9	3.6	3.6	91	90	92	92
Planning and organization of curriculum and instruction	4.3	4.4	3.3	3.3	76	75	95	93
Management of the classroom climate	4.6	4.7	2.9	3.0	62	60	85	86
Teaching techniques and communication of instructional material	4.3	4.4	3.4	3.4	86	85	95	93
Assessment of and provision for individual and collective student needs	4.2	4.3	3.2	3.1	76	74	93	93
Communication and cooperation with parents and office staff	4.1	4.3	2.7	2.7	53	52	96	94
Professionalism and management of general responsibilities	4.1	4.1	3.1	3.0	72	69	98	96
Communication and relationships with students	4.6	4.7	3.2	3.2	74	70	95	95


1990 Average Teacher Ratings
Importance and Preparation
Nine Performance Domains
Subject Matter
Teach\Learn.Theories
Curriculum
Classroom Mngmnt.
Teaching Techniques
Needs Assessment
Comm.\Coop.w\Prnts
Professionalism
Comm.\Rel.w\Studnts
1
1.5
2
2.5
3
3.5
4
4.5
5
Import.
Prep.

Appendix A

The following tables summarize the 1988 and 1990 ratings of adequacy of program preparation by teacher and supervisor respondents for each of the institutions represented in the Colorado sample.

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				ADAMS STATE COLLEGE			
					n=49		n=60	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	98	96	96	95
Knowledge and utilization of teaching/learning theories	91	90	92	92	96	94	92	97
Planning and organization of curriculum and instruction	76	75	95	93	67	78	94	85
Management of the classroom climate	62	60	85	86	75	82	92	92
Teaching techniques and communication of instructional material	86	85	95	93	90	94	94	88
Assessment of and provision for individual and collective student needs	76	74	93	93	73	84	88	92
Communication and cooperation with parents and office staff	53	52	96	94	90	69	98	95
Professionalism and management of general responsibilities	72	69	98	96	73	84	100	90
Communication and relationships with students	74	70	95	95	75	80	94	97

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS		COLORADO CHRISTIAN UNIVERSITY	
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	n=2 Teacher: Preparation Adequate or Above	n=2 Supervisor: Meets District Standards
	1990	1990	1990	1990
Knowledge of subject matter	89	97	100	100
Knowledge and utilization of teaching/learning theories	90	92	100	100
Planning and organization of curriculum and instruction	75	93	100	100
Management of the classroom climate	60	86	100	100
Teaching techniques and communication of instructional material	85	93	100	100
Assessment of and provision for individual and collective student needs	74	93	100	100
Communication and cooperation with parents and office staff	52	94	100	100
Professionalism and management of general responsibilities	69	96	100	100
Communication and relationships with students	70	95	100	100

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				COLORADO COLLEGE			
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		n=18 Teacher: Preparation Adequate or Above		n=23 Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	100	89	93	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	100	100	100	82
Planning and organization of curriculum and instruction	76	75	95	93	89	89	100	91
Management of the classroom climate	62	60	85	86	74	67	86	91
Teaching techniques and communication of instructional material	86	85	95	93	95	100	100	86
Assessment of and provision for individual and collective student needs	76	74	93	93	84	94	100	91
Communication and cooperation with parents and office staff	53	52	96	94	86	72	100	100
Professionalism and management of general responsibilities	72	69	98	96	95	89	100	96
Communication and relationships with students	74	70	95	95	74	67	100	96

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				COLORADO STATE UNIVERSITY			
					n=54		n=86	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	90	91	99	96
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	89	90	87
Planning and organization of curriculum and instruction	76	75	95	93	87	83	94	91
Management of the classroom climate	62	60	85	86	68	59	89	78
Teaching techniques and communication of instructional material	86	85	95	93	92	78	94	88
Assessment of and provision for individual and collective student needs	76	74	93	93	78	72	98	93
Communication and cooperation with parents and office staff	53	52	96	94	46	46	98	97
Professionalism and management of general responsibilities	72	69	98	96	72	69	97	96
Communication and relationships with students	74	70	95	95	73	63	99	91

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				DENVER UNIVERSITY			
					n=19		n=24	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	80	84	100	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	95	90	100	92
Planning and organization of curriculum and instruction	76	75	95	93	90	84	100	83
Management of the classroom climate	62	60	85	86	45	74	90	83
Teaching techniques and communication of instructional material	86	85	95	93	85	95	100	100
Assessment of and provision for individual and collective student needs	76	74	93	93	60	74	100	88
Communication and cooperation with parents and office staff	53	52	96	94	45	86	100	92
Professionalism and management of general responsibilities	72	69	98	96	70	84	100	100
Communication and relationships with students	74	70	95	95	75	79	90	96

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				FORT LEWIS COLLEGE			
					n=18		n=23	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	92	100	92	96
Knowledge and utilization of teaching/learning theories	91	90	92	92	88	100	96	91
Planning and organization of curriculum and instruction	76	75	95	93	88	78	92	100
Management of the classroom climate	62	60	85	86	64	50	88	91
Teaching techniques and communication of instructional material	86	85	95	93	88	94	92	100
Assessment of and provision for individual and collective student needs	76	74	93	93	80	83	100	91
Communication and cooperation with parents and office staff	53	52	96	94	56	61	92	86
Professionalism and management of general responsibilities	72	69	98	96	84	83	88	100
Communication and relationships with students	74	70	95	95	80	61	96	91

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				METROPOLITAN STATE COLLEGE			
					n=126		n=141	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	89	89	97	97
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	94	89	94
Planning and organization of curriculum and instruction	76	75	95	93	87	81	96	96
Management of the classroom climate	62	60	85	86	72	70	87	87
Teaching techniques and communication of instructional material	86	85	95	93	91	90	94	95
Assessment of and provision for individual and collective student needs	76	74	93	93	86	76	93	96
Communication and cooperation with parents and office staff	53	52	96	94	70	60	97	96
Professionalism and management of general responsibilities	72	69	98	96	80	73	97	96
Communication and relationships with students	74	70	95	95	88	74	96	94

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				REGIS COLLEGE			
					n=14		n=10	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	100	100	100	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	100	93	100	100
Planning and organization of curriculum and instruction	76	75	95	93	100	86	100	100
Management of the classroom climate	62	60	85	86	67	86	100	80
Teaching techniques and communication of instructional material	86	85	95	93	100	93	100	100
Assessment of and provision for individual and collective student needs	76	74	93	93	67	79	100	100
Communication and cooperation with parents and office staff	53	52	96	94	67	79	100	90
Professionalism and management of general responsibilities	72	69	98	96	67	100	100	90
Communication and relationships with students	74	70	95	95	100	100	100	100

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				UNIVERSITY OF COLORADO - BOULDER			
					n=83		n=74	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	73	81	92	99
Knowledge and utilization of teaching/learning theories	91	90	92	92	86	89	92	96
Planning and organization of curriculum and instruction	76	75	95	93	62	68	91	96
Management of the classroom climate	62	60	85	86	52	53	78	85
Teaching techniques and communication of instructional material	86	85	95	93	76	75	89	95
Assessment of and provision for individual and collective student needs	76	74	93	93	63	64	80	93
Communication and cooperation with parents and office staff	53	52	96	94	41	35	89	90
Professionalism and management of general responsibilities	72	69	98	96	64	53	94	97
Communication and relationships with students	74	70	95	95	73	63	89	96

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				UNIVERSITY OF COLORADO - COLO SPRINGS			
					n=17		n=23	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	87	82	97	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	89	94	94	100
Planning and organization of curriculum and instruction	76	75	95	93	84	82	97	100
Management of the classroom climate	62	60	85	86	67	88	89	91
Teaching techniques and communication of instructional material	86	85	95	93	87	100	97	96
Assessment of and provision for individual and collective student needs	76	74	93	93	78	88	94	96
Communication and cooperation with parents and office staff	53	52	96	94	59	82	100	96
Professionalism and management of general responsibilities	72	69	98	96	85	71	97	96
Communication and relationships with students	74	70	95	95	74	82	97	100

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				UNIVERSITY OF COLORADO - DENVER			
					n=25		n=32	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	68	78	100	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	83	96	100
Planning and organization of curriculum and instruction	76	75	95	93	72	67	96	100
Management of the classroom climate	62	60	85	86	29	50	82	91
Teaching techniques and communication of instructional material	86	85	95	93	92	92	91	97
Assessment of and provision for individual and collective student needs	76	74	93	93	64	71	91	97
Communication and cooperation with parents and office staff	53	52	96	94	40	52	96	94
Professionalism and management of general responsibilities	72	69	98	96	56	63	95	97
Communication and relationships with students	74	70	95	95	56	58	100	97

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				UNIVERSITY OF NORTHERN COLORADO			
					n=195		n=212	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	92	91	97	95
Knowledge and utilization of teaching/learning theories	91	90	92	92	89	91	92	91
Planning and organization of curriculum and instruction	76	75	95	93	68	68	95	92
Management of the classroom climate	62	60	85	86	52	45	84	85
Teaching techniques and communication of instructional material	86	85	95	93	82	80	96	93
Assessment of and provision for individual and collective student needs	76	74	93	93	75	73	94	90
Communication and cooperation with parents and office staff	53	52	96	94	46	42	96	93
Professionalism and management of general responsibilities	72	69	98	96	67	61	97	95
Communication and relationships with students	74	70	95	95	67	98	94	97

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				UNIVERSITY OF SOUTHERN COLORADO			
					n=57		n=75	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	92	88	94	99
Knowledge and utilization of teaching/learning theories	91	90	92	92	94	88	94	92
Planning and organization of curriculum and instruction	76	75	95	93	82	80	93	92
Management of the classroom climate	62	60	85	86	82	75	83	91
Teaching techniques and communication of instructional material	86	85	95	93	90	90	94	95
Assessment of and provision for individual and collective student needs	76	74	93	93	86	75	94	92
Communication and cooperation with parents and office staff	53	52	96	94	59	51	99	95
Professionalism and management of general responsibilities	72	69	98	96	86	77	100	100
Communication and relationships with students	74	70	95	95	83	72	99	96

RATINGS OF ACADEMIC PROGRAM PREPARATION

Performance Domain	STATE RESULTS				WESTERN STATE COLLEGE			
					n=43		n=50	
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards	
	1988	1990	1988	1990	1988	1990	1988	1990
Knowledge of subject matter	89	89	96	97	89	91	96	94
Knowledge and utilization of teaching/learning theories	91	90	92	92	87	86	91	88
Planning and organization of curriculum and instruction	76	75	95	93	76	74	96	86
Management of the classroom climate	62	60	85	86	62	54	89	84
Teaching techniques and communication of instructional material	86	85	95	93	82	77	94	92
Assessment of and provision for individual and collective student needs	76	74	93	93	69	70	100	94
Communication and cooperation with parents and office staff	53	52	96	94	52	49	96	92
Professionalism and management of general responsibilities	72	69	98	96	66	65	100	96
Communication and relationships with students	74	70	95	95	67	67	94	96

Appendix B

Supervisor and teacher survey forms used for the 1990 Colorado first- and third-year teacher study.

1990 TEACHER PREPARATION PROGRAM EVALUATION: SUPERVISOR FORM (CDE 328)
For each question please mark the one response that best applies.

Part I. DESCRIPTIVE INFORMATION

1. YEAR OF TEACHING - What year of teaching is this teacher completing? (total experience, not just in this district, excluding substitute teaching, student teaching, practicums or internships)

____ (1) First year
____ (2) Third year
____ (3) If other than first or third year, please give teacher's name, school district and correct year of teaching; and then return to CDE without completing remainder of form._____
_____
_____

2. YEAR OF COMPLETION - In what year did this teacher complete his or her teacher education program?

____ (Year)

3. RECOMMENDING INSTITUTION - Please indicate the institution of higher education from which this teacher received recommendation for a Colorado teaching certificate.

(45) ____ Adams State College
(46) ____ Colorado Christian University
(47) ____ Colorado College
(50) ____ Colorado State University
(53) ____ Fort Lewis College
(60) ____ Metro State College
(63) ____ Regis College
(70) ____ Univ of Colorado - Boulder
(74) ____ Univ of CO - CO Springs
(75) ____ Univ of Colorado - Denver
(71) ____ University of Denver
(49) ____ Univ of Northern Colorado
(65) ____ Univ of Southern Colorado
(72) ____ Western State College
(99) ____ Out-of-state institution

4. BACHELOR'S DEGREE - Utilizing the two-digit codes from question 3, please indicate the institution of higher education from which this teacher received his or her bachelor's degree.

____ (Institution code)

5. GRADE LEVEL - Please indicate the grade level which best describes this teacher's present assignment.

____ (1) Elementary school
____ (2) Junior high or middle school
____ (3) High School
____ (4) Junior-senior high school
____ (5) K-12 or multiple level

6. DISTRICT SIZE - Please indicate the size of your school district.

____ (1) 300 or fewer pupils
____ (2) 301 to 600 pupils
____ (3) 601 to 1,200 pupils
____ (4) 1,201 to 6,000 pupils
____ (5) 6,001 or more pupils

7. SUCCESS - Please indicate how successful you think this person is as a teacher, compared to other first or third year teachers.

____ (1) Very successful
____ (2) Successful
____ (3) Neutral
____ (4) Not successful
____ (5) Very unsuccessful

Please continue on the back of this page.

Part II - PERFORMANCE AND PREPARATION

Does this teacher meet your district's standards for acceptable performance for a first or third year teacher in the following areas? If not, for what particular skills or behaviors should this teacher have been better prepared?

(a) **Knowledge of subject matter**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(b) **Knowledge and utilization of teaching/learning theories**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(c) **Planning and organization of curriculum and instruction**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(d) **Management of the classroom climate**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(e) **Teaching techniques and communication of instructional material**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(f) **Assessment of and provision for individual and collective student needs**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(g) **Communication and cooperation with parents and other staff**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(h) **Professionalism and management of general responsibilities**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

(i) **Communication and relationships with students**
____ Yes, meets district standards.
____ No, should have better preparation or skills in: _____
_____

Regardless of meeting district standards, are there any specific areas of teaching performance not mentioned above for which this teacher should have been better prepared?

_____
_____

Please return this form by April 15, 1990 to the Colorado Department of Education, Planning and Evaluation, 201 East Colfax, Denver, CO 80203.

1990 TEACHER PREPARATION PROGRAM EVALUATION: TEACHER FORM (CDE 329)
For each question please mark the one response that best applies.

Part I. DESCRIPTIVE INFORMATION

1. YEAR OF TEACHING - What year of teaching are you completing? (total experience, not just in this district, excluding substitute teaching, student teaching, practicums or internships)

____ (1) First year
____ (2) Third year
____ (3) If other than first or third year, please give your name, school district and correct year of teaching; and then return to CDE without completing remainder of form.

_____
_____
_____

2. YEAR OF COMPLETION - In what year did you complete your teacher education program?

____ (Year)

3. RECOMMENDING INSTITUTION - Please indicate the institution of higher education from which you received recommendation for a Colorado teaching certificate.

(45) ____ Adams State College
(46) ____ Colorado Christian University
(47) ____ Colorado College
(50) ____ Colorado State University
(53) ____ Fort Lewis College
(60) ____ Metro State College
(63) ____ Regis College
(70) ____ Univ of Colorado - Boulder
(74) ____ Univ of CO - CO Springs
(75) ____ Univ of Colorado - Denver
(71) ____ University of Denver
(49) ____ Univ of Northern Colorado
(65) ____ Univ of Southern Colorado
(72) ____ Western State College
(99) ____ Out-of-state institution

4. BACHELOR'S DEGREE - Utilizing the two-digit codes from question 3, please indicate the institution of higher education from which you received your bachelor's degree.

____ (Institution code)

5. ALTERNATIVE PROGRAMS - If you completed an alternative or experimental certification program, please indicate the name of that program.

_____

6. ENDORSEMENT LEVEL - Please indicate the endorsement level of your Type A Colorado teaching certificate.

____ (1) Early childhood education (age 3-8)
____ (2) Elementary education (grades K-6 or K-8)
____ (3) Middle school (grades 5-8)
____ (4) Secondary education (grades 7-12)
____ (5) Grades K-12

7. GRADE LEVEL - Please indicate the grade level which best describes your present assignment.

____ (1) Elementary school
____ (2) Junior high or middle school
____ (3) High School
____ (4) Junior-senior high school
____ (5) K-12 or multiple level

8. DISTRICT SIZE - Please indicate the size of your school district.

____ (1) 300 or fewer pupils
____ (2) 301 to 600 pupils
____ (3) 601 to 1,200 pupils
____ (4) 1,201 to 6,000 pupils
____ (5) 6,001 or more pupils

9. SUCCESS - Please indicate how successful you feel as a teacher.

____ (1) Very successful
____ (2) Successful
____ (3) Neutral
____ (4) Not successful
____ (5) Very unsuccessful

10. SATISFACTION - Please indicate how satisfied you are with being a teacher.

____ (1) Very satisfied
____ (2) Satisfied
____ (3) Neutral
____ (4) Not satisfied
____ (5) Very unsatisfied

Please continue on the back of this page.

Part II - EVALUATION OF TEACHER PREPARATION PROGRAM

Nine general performance domains are listed below. Using the rating scales provided, please indicate: (1) how important you feel that each of these is for your effectiveness as a teacher and (2) how adequate you feel that your teacher preparation program was in preparing you for this area. Also please use the right-hand column to identify any specific aspects of those domains that were not adequately covered.

	Importance for effective teaching 1. irrelevant 2. somewhat relevant 3. moderately important 4. highly important 5. critical	Adequacy of preparation 1. never covered 2. minimally or inadequately covered 3. adequately covered 4. effectively and fairly completely covered 5. provided excellent and thorough knowledge	Specific aspects of this domain that were not adequately covered
(a) Knowledge of subject matter	___	___	_____
(b) Knowledge and utilization of teaching/learning theories	___	___	_____
(c) Planning and organization of curriculum and instruction	___	___	_____
(d) Management of the classroom climate	___	___	_____
(e) Teaching techniques and communication of instructional material	___	___	_____
(f) Assessment of and ro iondfor indi idual and collecti e student needs	___	___	_____
(g) Communication and coo eration with arents and other staff	___	___	_____
(h) Professionalism and management of general res onsibilities	___	___	_____
(i) Communication and relationshi s with students	___	___	_____

Are there any specific areas of teaching performance not mentioned above for which you wish you had received better preparation during your teacher preparation program

_____

_____

_____

Please return this form by April 15, 1990 to the Colorado Department of Education, Planning and Evaluation, 201 East Colfax, Denver, CO 80203.